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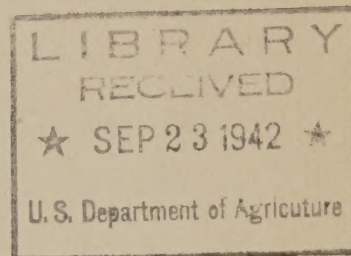
WARTIME FOOD SUPPLY PROGRAM

Report of Committees appointed to Develop an Extension Wartime
Food Supply Program for the Northeastern States

Northeastern States Conference

New York City

August 11-14, 1942



COMBINED REPORT OF

- Committee I - "Adjusting Extension Foods Programs and work
of Foods Specialists to Wartime Needs"
- Committee II - "Adjusting Teaching Methods and Materials on
Foods to Wartime Situations"
- Committee III - "Cooperation of Agencies in a Wartime Food
Program"
- Committee IV - "The Packed Lunch"

UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service

Washington, D. C.

THE EXTENSION FOODS PROGRAM IN WARTIME

- Committee No. 1. A. Adjusting Extension's Foods Program to Wartime Needs.
B. Adjusting Work of Foods and Nutrition Specialists to Wartime Needs.

- A. The war situation calls for changes in nutrition programs to meet conditions that have arisen, and to meet emergencies foreseen and unforeseen. Approaches to nutrition programs must be keyed to wartime thinking. Some of the approaches are:
- a. Personal efficiency and staying power.
 - b. Better values for food money.
 - c. Stronger industrial workers.
 - d. Intelligent choice of diets (use the word "choices" rather than "requirements")
 - e. Time-saving, balanced meal patterns (use the word "foods" rather than "nutrition").
 - f. Understanding cooperation in Government programs.

In all these program adjustments, the contribution which boys and girls can make, especially 4-H Club members, should be developed as well as contributions of men and women.

I The Home Food Supply

Full steam ahead in the home food supply program, both production and conservation, on basis of experience in 1942, to make the rural family as self-sufficient as possible and to reduce the strain on regional and local shipping facilities.

- a. Planning ahead for the whole year's food needs.
 - 1. Gardens, planned to provide generous supply of protective minerals and vitamins, for the smallest amount of time and effort.
 - 2. Special attention to extending the season during which fresh vegetables are available, through selection of varieties and methods of cultivation.
 - 3. Supply of milk, eggs, poultry and meats.
 - 4. In such busy times, exchange or barter of home-grown products between neighbors, communities or areas may well be encouraged, to reduce the labor of producing food to meet family food budgets.
To reduce costs, the possibilities of group or cooperative buying of semi-perishable or staple food products should be explained.
- b. Using skillfully a variety of appropriate food preservation methods, in view of present and possible shortages in processing equipment and containers.

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1. Indoor and outdoor storage have great possibilities in this climate, and should receive major attention.
2. Continue canning as long as containers and closures are available.
3. More adequate provision for safe and convenient storage for canned products.
4. Efficient use of existing frozen food locker plants. Work for maximum contribution of the plant to the nutrition and the self-sufficiency of the locality.
5. Explore further the possibilities of drying and brining. Further information is needed on food values of dried and brined or salted products.

All work on the home food supply requires close cooperation between agricultural, home demonstration and 4-H Club workers.

II Help homemakers to plan meals and to buy wisely.

- a. Less frequent trips to market means planning ahead and buying in larger quantities.
- b. Selecting alternative foods in the same food groups.
- c. Exercising restraint in buying scarce products (tea, coffee, etc.) to forestall shortages and rationing.

III Help rural families to:

- a. Take part consciously and understandingly in the National program to prevent inflation, through the various steps concerned with knowing price ceilings and buying within them.
- b. Adjust cheerfully and promptly to rapid increases, decreases, or shifts in kinds and amounts of food available.
- c. Cooperate in plans for marketing and utilizing foods abundant at peak seasons, on regional and local levels.
- d. Work for more efficient distribution of foods, both local and regional.

IV Help rural families to prepare foods skillfully and to prevent waste.

- V In the Northeastern States it will be important to place emphasis on food problems of different nationality groups, such as doing without accustomed foods, making wise choice of substitutes for accustomed foods no longer obtainable, and using unfamiliar foods with satisfaction. In working with these groups, emphasis should be placed on good points of their own diet as well as encouraging them to use the less familiar foods.

VI There is much promise in working to improve food patterns in restaurants, drug stores, school cafeterias, etc., as for example, by including milk on menus, or providing it on soft drink and hot dog stands.

B. Adjusting work of food specialists to wartime needs.

I It is essential for specialists and agents to have a thorough understanding of community make-up and needs if they are to carry on effective nutrition programs. For example, communities and ways of living have changed, rural communities have developed into small cities, trailer camps have sprung up, women are doing more work outside the home, home schedules are being upset, buying practices are changing.

II Some adjustments in specialists' schedules and work may include:

1. Spending more time with county workers, to help them plan programs and methods of carrying them out.
2. Turnover of county workers will call for more help to new agents.
3. Including workers in other organizations in certain training schools and possibly other forms of service.
4. Spending more time in training volunteer leaders to present material.
5. Specialist may spend more time in preparation of material -
 - a. News articles.
 - b. Letters and other subject matter helps for agents.
 - c. Leaflets or other material for community and neighborhood leaders.
 - d. Directing preparation of illustrative material in quantity, for use in counties.
 - e. Preparing recordings, slide sets and scripts, and skits, for use at community meetings when extension workers cannot be present.
 - f. Developing cooperation with editors of women's magazines or homemakers' pages, to include timely nutrition material.

COMMITTEE MEMBERS

Chairman: Violet Higbee, Rhode Island

Daisy D. Williamson, New Hampshire
L. Isabel Myers, Pennsylvania
Lydia Tarrant, Pennsylvania
Iva Mae Gross, New York

Gertrude Humphreys, West Virginia
Louise Stollberg, Vermont
Marion Butters, New Jersey
Elizabeth E. Ellis, New Hampshire

Committee No. 2. Adjusting Teaching Methods and Materials to Wartime Situations.

I Changes in general living situations.

- a. Women doing more work in home and on farms.
- b. Shortages of certain foods - familiar brands not obtainable - changes in packaging, etc.
- c. Higher accident rate in home, in industry, and on farms.
- d. Evacuation plans to move population in city and coastal areas to farm areas. Many adjustments will need to be made, i. e., feeding problems of nationality groups.

II Hindering factors in the usual methods of conducting extension programs. New situations in rural households -

- a. Limited transportation due to shortage of gas and tires.
- b. Lack of money for train and bus fare if family car cannot be used.
- c. Lack of time to carry on customary activities. New duties, many emergencies.
- d. Scarcities of certain foods, materials, and equipment.
- e. Dislocation in ways of living - family members working on shifts - women in industry - meals at irregular hours.
- f. Day-to-day living instead of long-time planning.
- g. Population shifts - particularly in industrial areas.

New situations facing extension agents -

- a. Limited transportation.
- b. Shortage of good stenographic help.
- c. Shortage of paper and other materials.
- d. Changes in age group of 4-H Club membership and leadership - older members going into military service and industry.

III Helpful factors in conducting extension programs due to war situation.

- a. Desire for help on part of more people.
- b. Desire to serve on part of individuals, organizations, food industries, publicity agencies, such as newspapers and radio.

- c. National Nutrition Campaign - new professional workers and new organizations such as: State and county nutrition councils.
- d. Neighborhood Leader System.
- e. Greater family cooperation.
- f. More dependence upon local resources.
- g. Definite goals that make cooperation possible, i. e., Victory Gardens, canning programs, etc.
- h. Role of food in winning the war and the peace.
- i. Teaching is easier in a period of rapid change.
- j. New skills to be learned, i. e., bread making.
- k. Food is a harmonizing factor - everybody eats and talks about food.
- l. Desire to meet in times of stress, for learning and sociability.
- m. Speed-up in research that has an immediate practical application.
- n. More quality standards - informative labeling.

IV Changes needed in teaching methods and devices in line with wartime situations.

Nutrition is a tool to make war effort more efficient. Teach practical application of nutrition principles in cooking and buying.

- 1. Printed and mimeographed material.
 - a. Make material simpler and more concrete.
 - b. Get it out quickly.
 - c. Decentralize preparation of material - have county workers do part of it.
 - d. Interchange of bulletins between States and cooperation in preparation of materials is highly desirable.
- 2. Teaching devices.
 - a. Put emphasis on demonstrations, exhibits, charts and other visual aids.
 - b. Use playlets and skits for both adults and young people, i. e., "How Homemaker Spends Her Dollars."
 - c. Use games and check lists.

- d. Increase use of radio and news stories.
- e. Use kits with bulletins, pictures, and charts to be circulated in counties.
- f. Try new approaches for fundamental facts.

V Volunteer leaders.

1. Neighborhood leaders.

Assuming that the use of neighborhood leaders in wartime foods program will vary State by State, it was agreed that their training should include:

- a. Appropriate instructions and training for each specific job they are asked to do, with a supply of necessary materials such as leaflets and check lists.
- b. Subject matter material as background (probably neighborhood leaders should be put on mailing lists to receive certain bulletins, circular letters, and digests).

2. Foods project leaders.

Suggestions for training foods project leaders in wartime.

- a. Hold more district training meetings within county in place of county-wide meetings.
- b. Hold training schools on various subjects where two or three specialists train leaders in several subjects on same day.
- c. Have experienced leaders assist new leaders.
- d. 4-H Club district leaders may have to train community leaders in club activities, including subject matter.
- e. Use conference plan, i. e., collect leaders in a district and discuss group problems.
- f. All subject matter specialists - both men and women may have to carry a more general program.

COMMITTEE MEMBERS

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Tona Bishop, Massachusetts
Theresa Wood, New York
Eleanor Winters, Pennsylvania

Mary L. Sanborn, New Hampshire
Elsie Trabert, Pennsylvania
Marion E. Dakin, Connecticut

Committee No. III

Cooperation of Agencies in Wartime Food Programs

- I. Because of the war emergency, we recommend that all organizations make a particular effort to keep informed as to changing situations and new developments and offer their cooperation in any work planned to meet these. This committee representing several State and Federal Agencies, suggests that whenever possible, any new responsibility be given to an existing agency or agencies, rather than setting up new machinery.
- II. Personnel and function of State Nutrition Committee. We recommend that the State Nutrition Committees be composed of wide representation of agencies and organizations interested in human welfare.

That each agency carrying out a nutrition program review its activities in relation to other agencies in the State through the coordinating function of the State Nutrition Committee.

That the method of extending their organization into county and local areas be determined by each State Nutrition Committee. This may be done by creating special county or community committees, activity committees, or through existing agencies.

- III. Training of teachers for the nutrition program. We recommend that all agencies giving training to lay or professional teachers in nutrition, recognize the need of these lay teachers for assistance in teaching and organization techniques, as well as subject matter.

That more attention be paid to adapting content of the course and methods of teaching to the educational and economic level of the group concerned. That special attention be given to relating information to actual living situations and demonstrating practical application of material presented.

- IV. Volunteer leaders. We recommend that all organizations and agencies concerned with nutrition education give consideration to more effective training and use of volunteers.

That the experience which the Extension Service and other educational agencies and organizations have had over a period of years in the training and use of local leaders, be made available in concise form, as a guide for agencies and organizations which are planning to use volunteers in the present emergency. We recommend that the Office of Field Studies and Training of the Extension Service, USDA, be asked to take the responsibility for preparing this digest.

- V. Wartime feeding programs. We recommend that all agencies, through the coordinating function of a State nutrition committee be prepared to offer help with wartime feeding programs which may be developed in connection with:
 - (a) Migrant camps - (b) Nursery schools - (c) Child care centers -
 - (d) Evacuation centers - (e) Other similar groups.

- VI. Community School Lunch Program. We recommend that an effort be made by all agencies to extend further the Community School Lunch Program; to make it a definite community responsibility supported by school authorities, local agencies, parents and pupils.

That full advantage be taken of help offered by the AMA, WPA, or other agency in the School Lunch Program.

That more use be made of the educational possibilities of the Community School Lunch Program.

- VII. Food Preservation Centers. We recommend that in planning food preservation centers, all agencies working in the area which can make a contribution to the organization and maintenance of the center be included.

That food preservation centers should be used for educational as well as preservation purposes.

That all food preservation centers should be conducted under the supervision of specially trained workers.

COMMITTEE MEMBERS

Chairman: Marjorie Luce
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Eloise Cofer
Foods and Nutrition Specialist
West Virginia

Committee No. IV.

The Packed Lunch

Committee No. IV was appointed to develop a suggestion made by Dr. Margaret Mead of the National Research Council to the effect that it is necessary to approach nutrition teaching by means of pieces of work that key in with the war effort, and meet the needs recognized by a large number of people. Dr. Mead pointed out that a great deal of nutrition teaching could be developed when the point of approach was as simple as the packed lunch, enriched flour, or some equally specific objective.

The food section of the conference then suggested that some one project be worked out to illustrate the wartime approach. The packed lunch was selected for this treatment, because it can be interpreted as lunch for the industrial worker or person in business, lunch carried by the school child or the picnic lunch.

One member of each of the three committees was assigned to Committee No. IV. This committee developed the following outline:

The Packed Lunch

Family Responsibilities.

Discussion topics that might develop from this approach:

Suitable home food supply on which to draw, in packing the lunch.

Home-grown food for use in packed lunches.

Contributions of raw vegetables and small fruits from the Victory Garden to the packed lunch.

Need of enriched flour and bread in the packed lunch.

Food buying. Food selection in relation to the packed lunch.

Planning and preparing three meals a day with relation to the lunch carried from home.

Containers and materials for packed lunch - waxed paper, thermos bottle, etc

Community Responsibilities.

1. Formation of local committee, with representatives of all agencies concerned in better lunches as a means of improving health. This committee will sponsor community activities to promote good lunches such as:

a. Survey to high-light problem:

1. Present situation - Health conditions, as affected by nutrition. To what extent are people carrying lunches? To what extent are these lunches satisfactory from a health standpoint?

2. Eating conditions at school, plant, office.
 3. To what extent is packed lunch affected by cultural patterns? Survey would be developed by a sub-committee and made by trained volunteers, compiled by members of committee with aid of statistician. Interpreted by social work members of committee.
- b. Discussion topics that might develop at community level.
1. Supplementing the home packed lunch with a hot dish at school or plant.
 2. How use local food surpluses to good advantage in lunch program.
 3. Requirements of industrial plants re time and facilities for eating.
- c. Local campaign to arouse public interest in lunches and to get action.
1. News articles and radio talks.

Reports of survey, case histories, stories showing how good nutrition results in stronger workers - greater production for war.
 2. Demonstrations, information centers, classes, exhibits, posters, movies, playlets, film strips, puppets, etc.
 3. Use neighborhood leaders.
 - a. To contact neighbors on why and how of good lunches.
 - b. To invite neighbors to come together to listen to radio talk on The Packed Lunch followed by discussion.
 4. Give recognition to students, 4-H Club members, Scouts and other youth groups for packing satisfactory lunches.
- d. Evaluate results.

COMMITTEE MEMBERS

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Dr. Margaret Mead, National Research Council,
Washington, D. C.
G. Dorothy Williams, New York State War Council
Elizabeth Ellis, New Hampshire